

- Speech: 3-4 min.
- notecards may be used
- 2 visuals required

Speech Grading Sheet

1. Ideas/Content _____

2. Organization _____

3. Language _____

4. Delivery _____

5. Time (5 points) _____ 1 2 3 4 5

Total: _____/25

Speaking: Middle School Scoring Guide

	Ideas and Content <i>Communicating knowledge of the topic, including relevant examples, facts, anecdotes, and details</i>	Organization <i>Putting information in logical order, making connections and transitions between ideas</i>
6		
5	<ul style="list-style-type: none"> • Very clear purpose; main idea stays on topic • Strong supporting details help audience understand message • Connections or conclusions show insight, although may show only one viewpoint • Strong, accurate, and credible support including cited sources when appropriate • Highly successful use of content and details to fit audience and purpose 	<ul style="list-style-type: none"> • Highly effective introduction; captures audience's attention • Clear organization and sequence of ideas makes purpose and message easy to follow • Smooth transitions help listener move from point to point • Details relate to key points and are placed for impact • Well-designed conclusion; matches content and purpose of speech
4	<ul style="list-style-type: none"> • Clear purpose and main idea • Relevant supporting details, but may not be consistently strong or credible • Valid connections or conclusions, although may only show one viewpoint • Accurate and adequate support including cited sources when appropriate • Successful use of content and details to fit audience and purpose 	<ul style="list-style-type: none"> • Effective introduction; helps audience focus on topic • Arrangement and sequence of ideas makes message relatively easy to follow • Transitions work; may be basic or predictable • Details fit topic and are logically placed • Planned conclusion; may lack refinement but matches content and purpose of speech
3	<ul style="list-style-type: none"> • Identifiable purpose and main idea, but may be slightly unfocused • Supporting details often limited, too general or slightly off-topic • Connections or conclusions seem familiar and offer no new insights • Information from sources may be biased, unreliable, or based on stereotypes • Somewhat ineffective use of content and details to fit audience and purpose 	<ul style="list-style-type: none"> • Underdeveloped or awkward introduction • Organization evident; relationship or order among ideas sometimes unclear • Transitions usually work; may be unclear or repetitive • Placement of details sometimes confusing • Underdeveloped or obvious conclusion; may not match content or purpose of speech
2	<ul style="list-style-type: none"> • Unclear purpose and/or main ideas; limited content • Supporting detail too limited or unrelated, inaccurate, or repetitive • Connections or conclusions don't work together or are inconsistent • Uses information from questionable sources, or relies on stereotypes and unsupported opinions • Minimal or unsuccessful attempts to match content and details to audience and purpose 	<ul style="list-style-type: none"> • Introduction extremely undeveloped or missing • Confusing or limited order of information • Ineffective, overused, or missing transitions • Random details that don't fit order of ideas • Conclusion undeveloped or missing
1	<ul style="list-style-type: none"> • No apparent purpose or main ideas • Supporting detail missing or confusing; speech may be too short to show development of idea • Shows lack of knowledge and/or understanding of topic • Inaccurate use of information from source; reliance on general or vague ideas or opinions • Little or no attempt to match content to audience and purpose 	<ul style="list-style-type: none"> • Missing or unrelated introduction • No logical order of information; difficult to follow message or understand purpose • No transitions; jumps around from one idea to the next • Isolated details that have no apparent relationship or purpose • Missing or unrelated conclusion

Speaking: Middle School Scoring Guide

	Language <i>Selecting functional, precise, and descriptive words appropriate for audience and purpose</i>	Delivery <i>Choosing verbal and nonverbal techniques that enhance the message</i>
6		
5	<ul style="list-style-type: none"> • Carefully selected descriptive words that make a strong impact • Frequently colorful language such as humor, imagery, metaphor, or simile helps audience respond to message • Slang or jargon, if used, appropriate for purpose and message • Effective use of technical language necessary to make content clear • Almost entirely correct grammar and usage 	<ul style="list-style-type: none"> • Effective eye contact that helps audience pay attention • Pronunciation clear and easy to understand • Effective use of voice to capture audience's interest by varying volume, rate, tone, and pitch • Fluent delivery; infrequent use of space fillers ("um," "ah," "ya know," "like," etc.) • Uses nonverbal techniques such as facial expressions, gestures, and body movements to add impact to presentation
4	<ul style="list-style-type: none"> • Words work but do not create a strong impact; may lack expression, precision, or energy • Colorful language helps audience respond; may seem a bit overdone or awkward • Slang or jargon, if used, does not detract from overall message or purpose • Competent use of technical language necessary to make message clear • Minor or few errors in grammar and usage 	<ul style="list-style-type: none"> • Eye contact with some members of audience • Mostly clear and correct pronunciation • Uses voice to keep audience's attention by varying volume, rate, tone, and pitch • Smooth delivery with minor use of space fillers ("um," "ah," "ya know," "like," "and," etc.) • Uses nonverbal techniques such as facial expressions, gestures, body movements to help convey message
3	<ul style="list-style-type: none"> • Words rarely create an impact; expressions seem ordinary and general; occasional use of clichés • Awkward and/or forced attempts at colorful language (if present) • Slang or jargon, if used, sometimes inappropriate, ineffective, or may not fit purpose • Awkward or ineffective use of technical language • Distracting errors in grammar and usage 	<ul style="list-style-type: none"> • Minimal eye contact; some reading of content • Some errors or unclear pronunciation • Inconsistent use of voice (volume, rate, tone, and pitch) may cause audience to lose attention • Occasional use of space fillers such as "um," "ya know," "like," "and," etc. • Use of nonverbal techniques such as facial expressions, gestures, body movements sometimes detract from message
2	<ul style="list-style-type: none"> • Words are repetitive, vague, or simply lack energy; colorful language, if used, is exaggerated and forced • Inappropriate or ineffective use of slang or jargon • Misunderstood, misused, or underused technical language • Frequent errors in grammar and usage that interfere with meaning 	<ul style="list-style-type: none"> • Little or no eye contact; mostly reads the speech • Frequently unclear or incorrect pronunciation • Tends to speak in monotone, too fast/slow, or too soft/loud; pitch may be high or strained • Frequent use of distracting space fillers such as "um," "ya know," "like," "and," etc. • Limited or distracting use of nonverbal techniques (facial expressions, gestures, body movements)
1	<ul style="list-style-type: none"> • Words are vague, weak, repetitive, or just plain wrong; no attempt to use fresh or colorful language • Inappropriate or ineffective use of slang or jargon; shows little or no sense of audience • No evidence of ability to use technical language • Significant errors in grammar and usage that affect meaning and speaker's credibility 	<ul style="list-style-type: none"> • No eye contact or total dependence on notes • Unclear pronunciation that is frequently incorrect • Voice too monotone or too soft to hear; rate too fast or too slow; dull pitch • Reliance on space fillers such as "um," "ya know," "like," "and," etc. seriously detract from message and speaker's credibility • Shows little or no control of nonverbal techniques (facial expressions, gestures, body movements)